

MICHIGAN DEPARTMENT OF EDUCATION

GRANT ANNOUNCEMENT

FEDERAL CFDA Number 84.282A

SUBJECT: 2002-2003 Charter School Competitive Grant Program – Eighth Cycle

The URL <http://www.michigan.gov/mde> and click on “Grants.” The application packet includes:

Grant Announcement
Application

Part I	General Information
Part II	Review Process and Review Criteria Information
Part III	Information Concerning Other Requirements
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Applicant Checklist

NATURE OF ACTION REQUESTED: X **Voluntary**

The Michigan Department of Education (MDE) is pleased to announce the 2002-2003 Charter School Competitive Grant Program – Eighth Cycle. The program is supported under Title V, Part B, Public Charter Schools Program, No Child Left Behind Act. In Michigan, charter schools are referenced in statute as “Public School Academies;” however, in this grant announcement they will be referred to as “charter schools.” The Michigan Department of Education (MDE) was successful in receiving a grant under this program for **\$12,420,000** over a three year period to support qualified public school academy developers, those public school academies in the initial phases and years of implementation, and to assist those public schools that wish to covert to public school academies. The MDE retains five (5) percent for administration. In addition, dissemination grants will be available to those public school academies that have been serving students for at least three years and wish to disseminate their best practices and/or assist developing public school academies. A separate application for the Dissemination Grant will be available from the MDE by contacting 517/373-3345. The Continuation grant (those academies that have been awarded a grant via the competitive process, currently serving students, and are in the first 36 months of operation) have applied under the Michigan Education Grants System (MEGS).

The MDE will distribute **\$4,839,500** to public school academies, on a competitive and continuing basis, for the budget year 2002-2003. As this grant is a competitive grant, it is possible that not all applicants will be funded. Only those applicants that score a minimum of **110 points** (out of a possible **150**) will be recommended for funding.

Funding for charter schools is intended to provide an opportunity to develop high-quality innovative educational programs and governance structures, and to provide parental and student choice within the public school system.

Criteria were approved by the State Board of Education at its September 20, 2001, meeting.

Applications must be received at the Michigan Department of Education by 5:00 p.m. **Wednesday, December 4, 2002**. An original and five (5) copies of the complete application must be submitted at that time. Questions regarding the 2002-2003 Charter School Competitive Grant Program – Eighth Cycle, may be directed to Greg Olszta, Public School Academy Program, Office of Education Options at 517/373-3345.

**Michigan Department of Education
Public School Academy Program**

**APPLICATION FOR 2002-2003 CHARTER SCHOOL COMPETITIVE GRANT PROGRAM
EIGHTH CYCLE**

**No Child Left Behind Act
Title V, Part B, Public Charter Schools Program
In Cooperation with the U.S. Department of Education**

Part I: General Information

INTRODUCTION

The Michigan Department of Education (MDE) is pleased to announce the 2002-2003 Charter School Competitive Grant Program – Eighth Cycle. The program is supported under Title V, Part C, Public Charter Schools Program, No Child Left Behind Act. In Michigan, charter schools are referenced in statute as “Public School Academies;” however, in this grant announcement they will be referred to as “charter schools.” The Michigan Department of Education (MDE) was successful in receiving a grant under this program for **\$12,420,000** over a three year period to support qualified public school academy developers, those public school academies in the initial phases and years of implementation, and to assist those public schools that wish to convert to public school academies. The MDE retains five (5) percent for administration. In addition, dissemination grants will be available to those public school academies that have been serving students for at least three years and wish to disseminate their best practices and/or assist developing public school academies. A separate application for the Dissemination Grant will be available from the MDE by contacting 517/373-3345. The Continuation grant (those academies that have been awarded a grant via the competitive process, currently serving students, and are in the first 36 months of operation) are in the process of applying under the Michigan Education Grants System (MEGS).

GRANT PURPOSE

The purpose of the 2002-2003 Charter School Competitive Grant Program - Eighth Cycle, is to solicit proposals from new public school academies that meet the following objectives:

1. To expand the number of quality, research-based and educationally diverse public school academies throughout the state by support efforts of charter school developers and organizers;
2. To assist existing public schools wishing to systemically reform to convert to charter “status;” and
3. To assist newly approved and operational charter schools in meeting their identified planning, start-up, conversion, and implementation needs.

This grant and the federal statutes that accompany it require strict and full adherence to the PCSP “single grant standard.” This “single grant” provision says that if you receive a grant under this “planning phase” competition, you are eligible for up to an additional twenty-four months of continuation funding during the thirty-six (36) months of total allowable funding. Public school academies must be tuition-free and non-discriminatory in all policies and procedures.

Notification of the 2002-2003 Charter School Grant – Eighth Cycle - Competitive Grant will be made available to Michigan Intermediate School Districts, Local Educational Agencies, Public Universities, Community Colleges, organizations, and other interested persons. It will also be posted to the Michigan Department of Education website at <http://www.michigan.gov/mde> “grants.”

GRANT PRIORITY AREAS

The Michigan Department of Education, Public School Academy Program, will focus on the following priorities:

- Increasing participation of low income and at-risk students enrolled in public school academies; and
- Promoting deregulation for public school academies through waivers from inhibiting state laws, rules, and regulations.

LEGAL APPLICANTS/CONTACT PERSON

Public school academies planning on opening by **Fall 2004**, must be chartered by **August 30, 2003**. This would apply to those who have not previously applied for or received a competitive charter school grant. If chartered before August 2003, grant money will be made available contingent on MDE receiving funds from the USDOE.

The term “legal applicant” is the name of the proposed academy and “contact person” is one who is working with an authorized public chartering agency participating in a partnership with a developer to establish a charter school.

GRANT RANGE

Funds up to **\$150,000** will be made available for activities consistent with the grant criteria (listed under Part II).

All funding will be subject to approval by the Superintendent of Public Instruction, based on reviewer ranking, comments, and Department recommendations.

REJECTION OF PROPOSALS

The Michigan Department of Education reserves the right to reject any and all proposals received as a result of this announcement.

CLOSING DATE AND DELIVERY ADDRESS

The original copy bearing **ORIGINAL** signatures and five (5) additional copies (for a total of six) of the complete application **must be received on or before 5:00 p.m. on Wednesday, December 4, 2002.** Late applications, applications submitted by facsimile, incomplete applications or applications submitted, but not in accordance with the application preparation instructions (below), will NOT be accepted and will be returned to the applicant **without review.**

Applications may be mailed to:

Mr. Greg Olszta
Michigan Department of Education
Office of Education Options
Public School Academy Program
Post Office Box 30008
Lansing, Michigan 48909

If **overnight** mail:

Mr. Greg Olszta
Michigan Department of Education
Office of Education Options
Public School Academy Program
608 W. Allegan
Lansing, Michigan 48933

Applications may **no longer** be **hand delivered** to the John Hannah Building.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the narrative portion of the proposal being **no more than 15 pages in length, double-spaced and with a font no smaller than 12 point font.** All application pages must be securely stapled. Special bindings and binders **should not** be used. Relevant support documents attached to the application must be kept to a maximum of **five pages**. Such support documents are not counted in the 15-page limit. Supplementary materials such as commercial publications and videotapes will **not** be reviewed and will be returned. **Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.**

Part II: Review Process, Activities and Review Criteria Information

REVIEW PROCESS AND FUNDABLE ACTIVITIES

All applications will be evaluated using a peer review system. Award selections will be based on merit, quality and thoroughness, as determined by points awarded for the Review Criteria Section and all relevant information. The following will be used as a rating instrument in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action.

All proposals will be evaluated according to the review criteria provided below. Applicants may wish to refer to the Michigan Department of Education's "*Proposal Development Guide*" for additional assistance in developing their proposal. This guide may be found under http://www.michigan.gov/documents/propdevguide_13484_7.pdf.

Applicants must focus on one or more of the allowable activities listed below. Under the allowable activities described in Public Law 107-110, Title V, Part B, Section 5204 (f)(3), grant funds must be used for the following:

1. Initial implementation of the charter school, which may include:
 - a. Informing the community about the school;
 - b. Acquiring necessary equipment and educational materials and supplies;
 - c. Acquiring or developing curriculum materials; and
 - d. Other initial operational costs that cannot be met from State or local sources.
2. Post-award planning and design of the educational program, which may include:
 - a. Refinement of the desired educational results and of the methods for measuring progress toward achieving those results;
 - b. development and refinement of educational goals and the methods for measuring progress toward achieving the desired results;
3. Professional development of teachers and staff who will work in the public school academy.

REVIEW CRITERIA

- **NO CONSORTIUM APPLICATIONS WILL BE ACCEPTED.**

Applications shall include the following in accordance with NCLB, Title V, Part B, and the Michigan Department of Education/Michigan State Board of Education priorities. The total narrative portion of the proposal should not exceed 10 pages in length. **Only applications with a score of 110 points (out of 150) will be funded.**

Points	Poor, Incomplete, Not Comprehensive	Marginally Comprehensive, Lacks Rigor	Comprehensive, Rigorous	Exceptionally Comprehensive and Rigorous
5	0-1	2-3	4	5
10	0-3	4-6	7-8	9-10
15	0-5	6-10	11-13	14-15
20	0-7	8-12	13-17	18-20
25	0-9	10-17	18-22	23-25
30	0-21	22-24	25-26	27-30
35	0-15	16-24	25-31	32-35

1. Public School Academy Vision (20 points)

Provide a clear description of the educational vision and philosophy that will drive your public school academy effort and the underlying theories or research which support that vision. Each part is worth a maximum of 10 points.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no description of the educational vision and philosophy proposed.	a minimal description of the educational vision and philosophy proposed.	a description of the educational vision and philosophy proposed.	an extensive description of the educational vision and philosophy proposed.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no information about what theories or research would support this academy philosophy.	minimal information about what theories or research would support this academy philosophy.	information about what theories or research would support this academy philosophy.	extensive information about what theories or research would support this academy philosophy.

2. Project Goals (30 points)

List at least three goals, with indicators, for the proposed grant. Each goal should be specific, measurable and attainable. This part is worth a maximum of 30 points.

Poor, incomplete, not comprehensive 0-21	Marginally comprehensive, lacks rigor 22-24	Comprehensive, rigorous 25-26	Exceptionally comprehensive and rigorous 27-30
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no information about specific goals, with indicators.	minimal information about specific goals, with indicators.	information about specific goals, with indicators.	extensive information about specific goals, with indicators.

3. Project Need (30 points)

Identify why the public school academy is needed. Describe how parents and other members of the community were or will be involved in the design and implementation of the school. How will it be innovative or unique? How will it differ from other schools in the intended area? Each part is worth a maximum of 10 points.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no description of how parents and other members of the community were or will be involved in the design and implementation of the school.	minimal description of how parents and other members of the community were or will be involved in the design and implementation of the school.	description of how parents and other members of the community were or will be involved in the design and implementation of the school.	extensive description of how parents and other members of the community were or will be involved in the design and implementation of the school.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of how innovative or unique the public school academy will be.	minimal evidence of how innovative or unique the public school academy will be.	evidence of how innovative or unique the public school academy will be.	extensive evidence of how innovative or unique the public school academy will be.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of how the public school academy will differ from other schools in the area.	minimal evidence of how the public school academy will differ from other schools in the area.	evidence of how the public school academy will differ from other schools in the area.	extensive evidence of how the public school academy will differ from other schools in the area.

4. Low Income and At-Risk Students (30 points)

Describe the number and percentage of low income and at-risk students that will be or are enrolled in the charter school. Describe any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at-risk students that will be served by the charter school. Each part is worth a maximum of 15 points.

Poor, incomplete, not comprehensive 0-5	Marginally comprehensive, lacks rigor 6-10	Comprehensive, rigorous 11-13	Exceptionally comprehensive and rigorous 14-15
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of the number and percentage of low income and at-risk students that will be or are enrolled in the charter school.	minimal evidence of the number and percentage of low income and at-risk students that will be or are enrolled in the charter school.	evidence of the number and percentage of low income and at-risk students that will be or are enrolled in the charter school.	extensive evidence of the number and percentage of low income and at-risk students that will be or are enrolled in the charter school.

Poor, incomplete, not comprehensive 0-5	Marginally comprehensive, lacks rigor 6-10	Comprehensive, rigorous 11-13	Exceptionally comprehensive and rigorous 14-15
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at-risk students that will be served by the charter school .	minimal evidence of any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at-risk students that will be served by the charter school .	evidence of any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at-risk students that will be served by the charter school.	extensive evidence of any partnerships that have been created with various community, business or charter advocacy organizations that may increase the number of low income and at-risk students that will be served by the charter school .

5. Inclusion/Equitable Access (10 points)

The proposal shows evidence that will show that the school will ensure equitable access to participation in its program and services by persons or groups with special needs. This part is worth a maximum of 10 points.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of how the school will ensure equitable access to participation in its program and services by persons or groups with special need.	minimal evidence of how the school will ensure equitable access to participation in its program and services by persons or groups with special need.	evidence of how the school will ensure equitable access to participation in its program and services by persons or groups with special need.	extensive evidence of how the school will ensure equitable access to participation in its program and services by persons or groups with special need.

6. **Budget** (30 points)

The proposal has a clear description of the budget summary, budget detail and how grant funds will be used to address project goals and meet the needs of the public school academy. Each part is worth a maximum of 10 points.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of a clear description of the budget summary and budget detail.	minimal evidence of a clear description of the budget summary and budget detail.	evidence of a clear description of the budget summary and budget detail.	extensive evidence of the budget summary and budget detail.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of how grant funds will be used to address project goals.	minimal evidence of how grant funds will be used to address project goals.	evidence of how grant funds will be used to address project goals.	extensive evidence of how grant funds will be used to address project goals.

Poor, incomplete, not comprehensive 0-3	Marginally comprehensive, lacks rigor 4-6	Comprehensive, rigorous 7-8	Exceptionally comprehensive and rigorous 9-10
The proposal provides:	The proposal provides:	The proposal provides:	The proposal provides:
no evidence of how the needs of the public school academy will be met.	minimal evidence of how the needs of the public school academy will be met.	evidence how the needs of the public school academy will be met.	extensive evidence of how the needs of the public school academy will be met.

A budget summary and budget detail are part of the application process. The budget summary must total to no more than the amount of the grant received, although proposed expenses may be higher. The budget detail must have narrative explaining the proposed expenditures and must use the Michigan School Accounting Manual (Bulletin 1022) that may be assessed at: <http://www.state.mi.us/mde/off/stateaid/schacctman.htm>.

Part III: Information Concerning Other Requirements

STATUTORY PROVISIONS – REQUIRED OF THE MICHIGAN DEPARTMENT OF EDUCATION

The following requirements are contained in federal statute and apply to the process used by the Michigan Department of Education for awarding Charter School grants:

- A. Encourage the development of high quality charter schools that are free from state or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging state performance standards, and are open to all students.
- B. Evaluate the effects of charter schools, including identifying the most effective strategies to improve quality and innovation in the public school system.

STATUTORY PROVISIONS – REQUIRED OF THE APPLICANT

Recipients of funds under this program should be aware of the following statutory requirements in addition to those in Title V, Part B, Public Charter Schools Program, No Child Left Behind Act:

- A. The definitions set out in Title XIV of the ESEA, which establishes general provisions for all program authorized under the ESEA;
- B. Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin;
- C. Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex;
- D. Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability;
- E. The Age Discrimination Act of 1975, which prohibits discrimination on the basis of age;
- F. Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability by public entities, including public charter schools and public school districts, regardless of whether they receive Federal financial assistance; and
- G. Part B of the Individuals with Disabilities Education Act, which requires States to make available a free appropriate public education to children with disabilities. The Education Department Federal Administrative Regulations (EDGAR), Parts 76, 76, 77, 79, 80, 81, 82, 85, and 86 also apply to this program.

WAIVERS OF STATUTORY OR REGULATORY REQUIREMENTS

Applicants for Charter School funding may request a waiver of any statutory or regulatory requirement that the applicant believes is necessary for the successful operation of the charter school.

PAYMENT SCHEDULE

Payments to the grantee will be made upon filing the Department's "Expenditure/Request Form, DS-4492A." The grantee is permitted to request advance payments not exceeding actual immediate cash needs and reimbursement up to the total amount of the award. "Immediate cash needs" means that the recipient needs funds within **30 days** to pay bills incurred. No monies will be released until the academy is authorized and the chartering documents are received and reviewed in the Public School Academy Program.

LENGTH OF AWARD

Funding will be effective immediately following Superintendent of Public Instruction approval of grant awards with an ending date of **June 30, 2003**.

PERFORMANCE REPORTING

As a condition of receiving Charter School Grant Program funding, all recipients will provide the Department with a progress report of their performance in meeting program objectives set forth in the application for grant. A **final narrative performance report** will be required within **30 days** of completion of the project. This double spaced narrative should include the name of the academy, district code, source, project number and amount of grant that is outlined in the Grant Award Notification. This report is not to duplicate the "Grant Budget Approval Form" from the application, but should address the outcomes of the objectives that were outlined in your report.

FINANCIAL REPORTING

The Department's "**Final Expenditure Report Form, DS-4044**" is used for final financial reporting and is completed online **60 days** after completion of the project. Failure to complete the DS-4044 could result in **loss of funding**.

FINANCIAL AUDIT

The Michigan Department of Education reserves the right to conduct a financial audit of the subgrantee's program expenditures at any time during the subgrant period.

COMPETITIVE AND CONTINUATION/IMPLEMENTATION FUNDING

The 2002-2003 Charter School Grant Program is in its' Eighth Cycle of funding. If federal funds continue to be appropriated under the Charter Schools Grant Program, grants will again be available in the future.

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

The "Assurances and Certifications" page of the application includes statements regarding compliance with federal and state laws and regulations. Applicant signatures indicate that compliance with all relevant laws and regulations are assured.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the Department for assistance.

GUN-FREE SCHOOLS ACT OF 1994

All educational agencies applying for these funds are required to provide an assurance that such educational agency has a **weapons policy** in effect. This policy must require expulsion from school for a period of not less than one year for any student who is determined to have brought a weapon to a school under the jurisdiction of the agency. This policy may allow the chief administering officer of the agency to modify the expulsion requirements for a student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in section 921 of Title 18, United States Code.) The Gun-Free Schools Act Report (Form OG-4395) is **REQUIRED** and will be an annual report and available in the fall for reporting data from the previous school year.

WHERE TO OBTAIN ASSISTANCE

These materials are issued by the Michigan Department of Education, Public School Academy Program and are the sole point of contact in the state for this program. Questions should be directed to the Public School Academy Program at 517/373-3345.

PART IV – APPLICATION INSTRUCTIONS (SB-4691-CM)

The completed “Competitive Grant Application for: 2002-2003 Charter School Competitive Grant Program – Eighth Cycle” consists of the applicant’s **Narrative Proposal** and the form pages listed below:

Page 1 – COVER SHEET

<u>Applicant</u>	Fill in legal name of applicant and entire address block.
<u>Contact Person</u>	Provide name, address, telephone and e-mail address, if available, of individual who has responsibility for fulfilling the terms of the project.
<u>What Statute is Applicant Applying</u>	Mark the appropriate box/es for Strict Discipline Academy (Sections 380.1311(b)-(e) of the Revised School Code), or Public School Academy (Sections 380.501-380.509 of the Revised School Code) or Pre-operational Public School Academy.
<u>Funds Requested</u>	Indicate the amount of the funding requested from this grant period. Grants up to \$150,000 are available for qualifying applicants.
<u>Demographics</u>	Mark the location of the proposed location of the public school academy as rural, urban, suburban or other.
<u>School Type</u>	Mark the appropriate box.
<u>Public School Academies</u>	Provide the date the public school academy anticipates being chartered.
<u>Authorizer/Chartering Agent</u>	Mark the appropriate box of the authorizer that will be working with you to obtain chartering documents. The authorizer must be a public university, local educational agency, intermediate school district, or community college.
<u>Developer</u>	Fill in Name, Area Code and Telephone Number of the developer working with the chartering agent.
<u>Certifications</u>	The Director or Principal (if applicable) and the Public School Academy Board President or Authorized Representative of Developer of the applicant agency is required to sign the cover page of the application. This form needs all original signatures (rubber stamps are unacceptable). Type in the name and title of the district officials signing the application and the current date.

Pages 2-4 – ASSURANCES AND CERTIFICATIONS

Review the required assurances and certifications, sign page 2 and page 4 and **return** pages 2, 3 and 4 with the completed application. The Director/Principal and Public School Academy Board President or Authorized Representative of Developer are required to sign pages 2 and 4.

Page 5 – PUBLIC SCHOOL ACADEMY PROFILE

Fill in all the required information.

Page 5 – REQUEST FOR WAIVER OF STATUTORY OR REGULATORY REQUIREMENTS or under SECTION 10304(E) OF ESEA (IF DESIRED)

Applicants for Charter School funding may request a waiver of any state statutory or regulatory requirement that may impede the district's ability to implement the successful operation of the charter school.

Page 6 – GRANT BUDGET APPROVAL FORM

Complete the appropriate function and object codes that are defined in the Michigan Accounting Manual that can be accessed at <http://www.state.mi.us/mde/off/stateaid/schacctman.htm>.

ATTACHMENT 1 - BUDGET DETAIL PAGE

Explain each cost in detail that appears on the Grant Budget Approval Form and use the function code and title from the Grant Budget Approval Form.

PART V - PROPOSAL NARRATIVE

The proposal narrative must address all questions in the "Review Criteria" in the Grant Announcement. This narrative is limited to **no more than 15 pages in length, double-spaced and with a font no smaller than 12 point.** Relevant support documents attached to the narrative must be kept to a maximum of **five pages**. Support documents are not counted in the 15-page limit. Special bindings and binders should **not** be used. Supplementary materials such as commercial publications and videotapes will **not** be reviewed and will be returned.

A total of up to 150 points may be awarded for the Narrative Proposal. Only narratives totaling 102 points (out of a possible 150) will be considered for funding.

GENERAL NOTICE

Incomplete applications will not be reviewed, considered for funding and will be returned.

Narratives exceeding the page limitation or specifications will not be reviewed, considered for funding and will be returned.